

2018-2019 Indiana Online Only Distance Education (Request for Application)

Statement of Purpose

The Indiana Department of Workforce Development (“DWD”) is committed to continuing to provide outstanding adult education (“AE”) services that provide Hoosiers with the knowledge, skills, and abilities required for employment, next level careers, and post-secondary education and training.

DWD and Indiana Adult Education support distance learning in an effort to increase participation in, and provide additional access to, AE and literacy services within Indiana. It is the desire of DWD to fund an AE provider within the State of Indiana up to two hundred thousand dollars (\$200,000) to administer a statewide “online only” distance education program in order to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that—
 - a. Are necessary to becoming full partners in the educational development of their children; and
 - b. Lead to sustainable improvements in the economic opportunities of their families.
3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathwaysⁱ; and
4. Assist immigrants and other individuals who are English Language Learnersⁱⁱ in—
 - a. Improving their—
 - i. Reading, writing, speaking, and comprehension of skills in English; and
 - ii. Mathematics skills; and
 - b. Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

32 U.S.C. § 3271.

DWD’s online only distance education will be provided to Hoosiers in all of Indiana’s ninety-two (92) counties through the integration of AE and literacy activities delivered through technology accessible by students with access to an internet connection and through assessments provided to participants by their closest local Indiana Adult Education provider.

Distance Education

The United States Department of Education’s Office of Career, Technical, and Adult Education (OCTAE) defines “distance education” for AE as a:

Formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media, including but not limited to, print, audio recordings, videotape, broadcast, computer software, Web-based programs, and other online technology. Teachers support distance learners through communication by mail, telephone, or online technologies and software¹.

Program Description

DWD will award allocable funds to be used specifically to provide any of the following, or a combination of the following, adult education and literacy activities through online only distance education. The Workforce Innovation and Opportunity Act (“WIOA”) defines “adult education and literacy activities” as “programs, activities, and services that include adult education, literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.”²

¹ NRS Technical Assistance Guide for Performance and Accountability under the Workforce Innovation and Opportunity Act (July 2018), p. 48.

² See 32 U.S.C. § 3102 and 32 U.S.C. § 3272 for defined terms.

Instructional Delivery Model and Assessment: Online Only

DWD seeks to award funds to a current Indiana Adult Education provider to design, implement, and manage a statewide AE distance education program where program participants can access the required adult education and literacy activities through internet technology. The AE online only distance education program must be made available to participants in all ninety-two (92) counties within Indiana.

Pre- and post-testing must be conducted in concert with local Indiana Adult Education providers and must be administered to students enrolled in the AE online only distance education program following the same guidelines set for all Indiana Adult Education participants. All assessment testing must align with DWD's policies on AE data collection reporting³ and educational functioning level assessment⁴.

Assessments will be conducted in partnership with local AE providers and must be conducted on-site at local AE provider locations. Both the Indiana Online Only Distance Education grantee and the local AE provider will share Indiana Online Only Distance Education participants/students for the purposes of recording and reporting both State and federal performance metrics.

As such, a successful applicant for funding as a result of this grant must demonstrate a plan to partner with local AE providers within the state. In addition, applicants must demonstrate the ability to implement planned local coordination.

³ <https://www.in.gov/dwd/files/Adult%20Education%20Data%20Policy.pdf> Retrieved: July 30th, 2018.

⁴ <https://www.in.gov/dwd/files/AE%20Distance%20Education%20Policy.pdf> Retrieved: July 30th, 2018.

Direct Contact Hours

To align with DWD's distance education policy⁵, participants in the online only distance education program must receive at least twelve (12) direct contact hours where:

1. Participants and program interact; AND
2. The participants' identities are verifiable.

Activities that count towards direct contact hours include, but are not limited to:

1. In-person contact;
2. Telephone calls;
3. Video conferencing; OR
4. Other types of online communication (participant identity must be verifiable);

In addition, any hours participants spend at local AE provider locations for the following will be counted as direct contact hours:

1. Program orientation; OR
2. Testing as specified in DWD education functioning level assessment policy;⁶

Proxy Contact Hours

Proxy contact hours are the hours program participants spend on AE and literacy activities that will be delivered as part of the online only distance education program. These hours can be recorded in one of the following three OCTAE approved distance education models:

1. Clock-Time Model. This model assigns contact hours based on the elapsed time that a learner is connected to, or engaged in, an online software program that tracks time;
2. Teacher-Verification Model. This model attaches a fixed number of credit hours for each assignment based on the determination of a teacher as to the extent a participant engaged in, or completed, an assignment;
3. Learner-Mastery Model. This model assigns a fixed number of credit hours based on the participant passing a test on the content of a lesson. Participants must work with the materials and curriculum until they feel they have mastered the material before they take the test. Passing the test assigns the set credit hours to the student attached to the lesson.

⁵ <https://www.in.gov/dwd/files/AE%20Distance%20Education%20Policy.pdf> Retrieved: July 30th, 2018.

⁶ https://www.in.gov/dwd/files/Assessment%20Policy_2018-2019.pdf Retrieved: July 30th, 2018.

Eligible Applicants

Only organizations that received AE funding for the 2018-19 year are eligible for Indiana Online Only Distance Education funds.

An organization must be an “eligible provider” as defined by WIOA *and must* have “demonstrated effectiveness” (discussed below) providing adult education and literacy activities. To be an “eligible provider,” the applicant organization must be one of the following⁷:

- a. A local educational agency;
- b. A community-based organization;
- c. A volunteer literacy organization;
- d. An institution of higher education;
- e. A public or private nonprofit agency;
- f. A library;
- g. A public housing authority;
- h. A nonprofit institution not described in any of the subparagraphs (a) through (g) and has the ability to provide AE and literacy activities to eligible individuals;
- i. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of the subparagraphs (a) through (h); and
- j. A partnership between an employer and an entity described in any of the subparagraphs (a) through (i).

Grant Information

While applicants for funds awarded as a result of this Request for Application (“RFA”) must currently be recipients of a 2018-2019 Indiana Adult Education grant, it should be noted that the AE online only distance education grant is separate from, and independent of, the 2018-2019 Indiana Adult Education grant.

⁷ 32 U.S.C. § 3272.

Demonstrated Effectiveness

WIOA mandates that eligible providers must be able to demonstrate past effectiveness in providing AE and literacy activities to eligible individualsⁱⁱⁱ. As part of the application narrative (**Consideration III**), applicant organizations must submit their current year-to-date Indiana Adult Education performance data that:

1. Includes the total number of individuals served; AND
2. Demonstrates the applicant's effectiveness in providing AE and literacy activities. Areas of demonstrated effectiveness should align as closely as possible to future WIOA performance accountability measures as described by WIOA, 29 U.S.C. § 3141.

Data which demonstrates the applicant's effectiveness in providing AE and literacy services *should* include evidence of eligible individuals' academic skill gains (reading, writing, mathematics, or English language acquisition skills), employment outcomes, family literacy, attainment of secondary credentials or equivalent, transitions to postsecondary education, and workforce training.

WIOA Performance Metrics

WIOA, 29 U.S.C. § 3141, states that programs receiving WIOA Title II funding will be measured for effectiveness in the following areas:

1. Measurable skill gains
 - a. Educational functioning level gain; and
 - i. Measured by pre-post test
 - ii. Completion of Carnegie units
 - iii. Entry to postsecondary
 - b. Secondary diploma or equivalent
2. Credential attainment
3. Employment rate
4. Median earnings
5. Effectiveness in serving employees

Performance accountability measures are used by OCTAE to assess the State's effectiveness for achieving positive outcomes for learners and by DWD to assess the effectiveness of individual WIOA Title II funded programs within Indiana. OCTAE uses past performance and continuous improvement requirements to negotiate performance accountability targets with DWD on an annual basis.

Indiana Performance Targets

WIOA Title II performance indicators for PY2018-2019 will not be negotiated until March of 2018. The chart below shows Indiana's negotiated performance targets for PY2017-2018. Until DWD completes its negotiation with OCTAE to determine Indiana's PY2018-2019 targets, programs should assume performance expectations will be set at a uniform sixty percent (60%).

Indiana Performance Targets		
Educational Functioning Level	Proposed Individual Targets	
	PY2017-2018	PY2018-2019
ABE Level 1	55%	59%
ABR Level 2	48%	59%
ABE Level 3	53%	59%
ABE Level 4	49%	59%
ABE Level 5	48%	59%
ESL Level 1	47%	59%
ESL Level 2	58%	59%
ESL Level 3	56%	59%
ESL Level 4	56%	59%
ESL Level 5	44%	59%
ESL Level 6	19%	59%
Overall Targets	50%	59%

Funding

Grant Period

DWD will award the online only distance education grant program on a competitive basis for the period of nine months (October 1st, 2018 through June 30th, 2019).

Right to Re-Compete

DWD reserves the right to hold new competitive grant competitions.

Granting of Funds to Other Entities

DWD will **not** allow funds associated with this RFA to be passed through to sub-grantees.

Maintenance of Effort

For DWD to maintain the federally required maintenance of effort, grantees are required to contribute a local match. This maintenance of effort (MOE) can include, but is not limited to, the following:

1. Any non-federal or non-State dollars used to provide adult education and literacy activities;
2. In-kind contributions to adult education and literacy activities, such as:
 - a. Infrastructure and facilities costs;
 - b. Utilities costs;
 - c. Custodial services;
 - d. Copying and printing costs; and
 - e. Phone, internet, or other technology costs.
3. The cost of staff time spent providing AE and literacy activities either:
 - a. Volunteered; or
 - b. Paid for from non-federal or non-State funds.

DWD expects the recipient of funds associated with this grant to provide an MOE that aligns, as a percentage of the total grant, with the grantee's MOE for their Indiana Adult Education grant.

Americans with Disabilities Act

In accordance with the Americans with Disabilities Act (ADA), State law, and DWD's policy on equal opportunity, it is required that any recipient of grant funds awarded as a result of this RFA provide reasonable accommodations to all qualified individuals (both employees and students) with disabilities, unless that accommodation would represent an undue burden in the exercising of the responsibilities of the grantee to deliver AE and literacy activities.

Accepting an award that results from this RFA is an acknowledgement that the grant recipient is in compliance with the above ADA statement.

General Education Provisions Act (GEPA)

Applicants requesting WIOA Title II funding as part of this RFA are required to acknowledge their compliance with the General Education Provisions Act (GEPA). Failure to address the GEPA consideration (**Consideration XIV**) will result in the non-consideration of the submitted application.

Proposal Review Timeline

Timeline

The below chart shows the timeline established by DWD for this RFA.

Event	Date
RFA Issued	Friday, August 10 ^h , 2018
RFA Questions Due	Friday, August 17 th , 2018 5:00 PM EST (GMT-5)
RFA FAQ Released	Friday, August 24 th , 2018
RFA/Grant Application Submission Deadline	Monday, September 17 th , 2018 5:00 PM EST (GMT-5)
Award Decisions Issued	Monday, September 24 th , 2018

DWD Contact Information

DWD Adult Education Grants Manager	Email
Scott Mills	smills1@dwd.in.gov
Application and RFA Question Submission	
AdultEd@dwd.in.gov	

Application

All applications submitted to DWD must:

1. Use 12 pt. font;
2. Use appropriate spacing⁸;
3. Be submitted electronically; and
4. **Be complete.**
 - a. Part I: Program Information/Cover Sheet (included in the same document as the narrative responses (.pdf or .doc format);
 - b. Part II: Online Only Distance Education Plan (.pdf or .doc format)
 - c. Part III: Narrative;
 - i. Data Demonstrating Effectiveness (.xls format);
 - ii. General Education Provisions Act (GEPA) Consideration (.pdf or .doc format);
 - iii. Narrative Responses to Considerations **I-XIII** (.pdf or .doc format).
 - d. Itemized Budget (Adult Education Competitive Application Itemized Budget 1-30-17.xls);
 - e. Waiver (Adult Education Competitive Application Admin Waiver 1-30-17.xls); and
 - f. Assurances (Assurances_ABE PY18.doc).

Failure to submit all of the completed attachments **will be** grounds for non-consideration. All narrative questions that apply to the applicant must be answered.

Completed applications (including all attachments) must be:

1. Submitted electronically to AdultEd@dwd.in.gov;
2. Placed in a single zipped folder (naming convention will be “Program Name OODE18 RFA”);
3. **Submitted by Monday, September 17th, 2018 5:00 PM EST (GMT – 5)**

⁸ Online Only Distance Education Plan (Part II): single spacing; Narrative Responses (Section III): double spacing.

Application Notices

1. Failure to submit **all** completed attachments **will be** grounds for non-consideration; **AND**
2. **All** narrative questions that apply to an applicant **must** be answered. Failure to provide answers for the narrative portion of the application **will be** grounds for non-consideration;
 - a. Failure to address the GEPA consideration⁹ in the narrative portion of the application **will result** in the non-consideration of the submitted application.
3. Exceeding the application's maximum allowable length¹⁰ **will result** in the non-consideration of any information provided on pages that exceed the applicant's narrative section page maximum; **AND**
4. Applications submitted after the submission deadline **will not** be considered.¹¹

Part I: Program Information/Cover Sheet

This application/proposal is for AE and literacy activities. The grant award is a one time award and is contingent on the reallocation of State and federal funds. Fill in the applicant organization's information in the tables provided.

Name of Organization	Address	Phone Number	Email
Fiscal Agent (If Different)	Address	Phone Number	Email
Fiscal Agent Contact	Address	Phone Number	Email
Agent of Record (If Different)	Address	Phone Number	Email
Grant Contact	Address	Phone Number	Email

⁹ Submitted as a separate attachment.

¹⁰ Online Only Distance Education Plan ten (10) pages; Considerations/Narrative Section twenty (20) pages; Combined thirty (30) pages.

¹¹ No exception to this requirement will be made unless the applicant contacts DWD prior to the submission deadline and DWD provides the applicant with written approval. DWD reserves the right to deny all exception requests.

Indicate the type of eligible provider your program represents:

<input type="checkbox"/>	Local education agency
<input type="checkbox"/>	Community-based organization of demonstrated effectiveness
<input type="checkbox"/>	Volunteer literacy organization of demonstrated effectiveness
<input type="checkbox"/>	Institution of higher education
<input type="checkbox"/>	Public or private nonprofit agency
<input type="checkbox"/>	Library
<input type="checkbox"/>	Public housing authority
<input type="checkbox"/>	Employer/entity partnership
<input type="checkbox"/>	Nonprofit institution not described above
<input type="checkbox"/>	Consortium of the agencies, organizations, institutions, libraries, or authorities described above

Use the right column to enter the number of eligible individuals the applicant organization intends to serve:

Type of Service Applicant Intends to Provide		Indicate the Number of Individuals Applicant Intends to Serve
<input checked="" type="checkbox"/>	Online Only Adult Education and Literacy Activities	

Online Only Distance Education Plan

Submit applicant's proposal to deliver and administer a program that provides online only distance education to Hoosiers in all ninety-two (92) counties within the State of Indiana. Plan must not exceed ten (10) pages (single spaced) and must be submitted in .pdf or .doc format.

The submitted plan must contain the following sections:

1. Program overview;

The program overview should be the overall description of the planned AE online only distance education program and should contain language that clearly describes how the applicant intends to meet the requirements set forth by federal law, State law, and DWD policy for the administration of AE distance education under WIOA Title II within the State of Indiana.

This section must also clearly state which of the three approved distance education delivery models the applicant intends to employ as part of the AE online only distance education program¹².

¹² See the Instructional Delivery Model and Assessment: Online Only section on page 3 of this RFA.

2. Enrollment procedures (including for managed enrollment), including:

Applicant must explain its plan to enroll participants across the State of Indiana in Indiana's AE online only distance education program. In addition, this section must contain a description of how the applicant intends to manage participants after they have enrolled in the program and must explain any:

- a. Software;
- b. Technology; AND
- c. Other tools;

the applicant intends to use for this purpose.

3. Projected assignments and curriculum, including any of the following to be used:

This section must detail the projected assignments and curriculum to be used as part of the AE online only distance education program. This includes a brief explanation of how assignments and curriculum will be delivered to program participants and must include any:

- a. Software; AND
- b. Technology;

the applicant intends to use for this purpose.

4. Contact Hours and Attendance

Applicant must describe in detail how it will calculate contact hours—both direct contact and proxy contact hours—and attendance in accordance with DWD AE policy. This includes a description of any:

- a. Software; AND
- b. Technology;

the applicant intends to use for this purpose.

Additionally, applicant is required to include a short projected attendance policy for proposed use as part of the AE online only distance education program.¹³

¹³ This ***must*** be included as ***part*** of the Online Only Distance Education Plan. Attendance policies submitted as a separate attachment will not be reviewed. Failure to include an attendance policy—including non-review for a separate submission—will be used against the applicant during the scoring process.

5. Local Partnerships

All applicant must include its plan to partner with local Indiana Adult Education providers to deliver services to participants in the Indiana Adult Education online only distance education program. This plan **must** include:

- a. Planned partnerships for the delivery of assessments as required by DWD policy;
AND

may include:

- b. Planned partnerships to deliver other services to AE online only distance education participants, such as (but not limited to):
 - i. Career services;
 - ii. Counseling; OR
 - iii. Other supportive services;

6. Syllabus/Class Schedule

Applicants must submit a syllabus or class schedule for the AE online only distance education program that briefly describes the week-by-week activities planned for AE online only distance education participants¹⁴.

Itemized Budget

Complete and submit an itemized budget for the period of the AE online only distance education grant (October 1st, 2018 – June 30th, 2019) using the attached file (AEOO Itemized Budget).

Waivers and Assurances

Complete and submit the waiver (Adult Ed Grant Administration Waiver_PY18.xls) and assurances (Assurances_ABE PY18.doc) attachments.

¹⁴ This **may** be submitted as a separate document if the applicant so chooses. If submitted as a separate document, the syllabus/class schedule must be in .pdf or .doc format using the following format (Program Name AEOO Syllabus).

General Education Provisions Act (GEPA) Consideration (Consideration XIV)

Attach your narrative response to the GEPA consideration (Consideration XIV) as a separate document¹⁵ (.doc or .pdf format).

Consideration I-XIV

Note: the questions under each of these considerations are **different** than those found in Indiana's 2018-2019 Grant Continuation and Competitive RFA.

All applicant organizations should complete all questions listed under each consideration (**I-XIII**). All applicant organizations should address **Consideration XIV** [General Education Provisions Act (GEPA)] as a separate attachment (.doc or .pdf formats)¹⁶. Applicants will be given twenty (20) pages to complete this section.

Consideration I

- (1) The degree to which the eligible provider would be responsive to:**
- a. Regional needs identified in the local workforce plan; and**
 - b. Serving individuals in the community who are identified as most in need of adult education and literacy activities, including individuals:**
 - i. Who have low levels of literacy skills; or**
 - ii. Who are English language learners**
1. Describe how the organization/program continues to identify those who are in need of AE and literacy activities in the communities served by the program. Be specific and discuss any demographic analysis utilized by the applicant for this purpose.
 2. Describe the organization/program's outreach activities during PY2017-2018. Explain the organization/program's planned outreach activities for PY2018-2019.

¹⁵ Does not count towards the narrative length maximum.

¹⁶ Failure to attach a narrative response to **Consideration XIV** [General Education Provisions Act (GEPA)] will result in the non-consideration of the submitted application. This will result in a denial of a funding award as part of this RFA.

Consideration II

(2) The ability of the eligible provider to serve eligible individuals with disabilities, including individuals with learning disabilities:

1. Describe how the organization/program identifies eligible individuals with learning disabilities and persistent barriers to employment.
2. Explain how the organization/program has met, and plans to meet, the needs of eligible individuals participating in Indiana Online Only Distance Education with disabilities, learning disabilities, and persistent barriers to employment (address all three).

Consideration III

(3) Past effectiveness in improving the literacy of eligible individuals to meet state adjusted levels of performance for the primary indicators of performance, especially eligible individuals who have low levels of literacy:

1. Attach the organization/program's performance data from the beginning of PY2017-2018 to the date of the submission of this application and any other data that demonstrates the organization/program's effectiveness in providing AE and literacy activities as a separate document (.xls format).
 - a. The applicant should ensure that the organization's distance education performance is also included in a de-aggregated format (in a separate table).
2. In the narrative section of the application, describe what this data indicates and how it demonstrates the effectiveness of the organization/program in providing adult education and literacy activities¹⁷.

Consideration IV

(4) The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners:

1. Describe the organization/program's relationship with the one-stop partners in the communities it serves;
 - a. Has the organization/program worked with the one-stop partners to ensure the efficient delivery of adult education services to eligible individuals?

¹⁷ Not all of those scoring applications as part of this RFA will have a background in AE. Therefore, it is important that the data is thoroughly explained in the organization/program's application narrative.

Consideration V

(5) Whether the eligible provider's program:

- a. Is of sufficient intensity and quality and is based on the most rigorous research available so that participants achieve substantial learning gains; and**
- b. Uses instructional practices that include the essential components of reading instruction.**

1. Describe the organization/program's planned enrollment and class schedule for eligible individuals participating in Indiana Online Only Distance Education.

Consideration VI

(6) Whether the activities, including reading, writing, speaking, and mathematics are based on the best practices derived from the most rigorous research available and appropriate:

1. Explain what research, particularly with respect to improving reading, writing, mathematics, and the English language proficiency of eligible individuals, is reflected in the organization/program's curriculum design. Be specific.

Consideration VII

(7) Whether activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how technology, services, and systems lead to improved performance:

1. Describe how the applicant plans to utilize technology in the delivery of Indiana Online Only Distance Education.

Consideration VIII

(8) Whether the activities provide learning in context, including through integrated education and training, so that the individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to self-sufficiency, and to exercise the rights and responsibilities of citizenship:

1. Explain how career readiness and workforce skills are taught to eligible individuals participating in Indiana Online Only Distance Education.
2. Describe how the organization/program plans to provide career awareness curriculum to eligible individuals participating in Indiana Online Only Distance Education.

Consideration IX

(9) Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means:

1. Describe the minimum qualifications for employment used by the applicant organization/program in hiring:
 - a. Instructors;
 - b. Teaching assistants;
 - c. Counselors;
 - d. Life coaches; AND
 - e. Administrators.
2. Describe the organization/program's professional development plan for staff involved in the delivery and administration of Indiana Online Only Distance Education.

Consideration X

(10) Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries for the development of career pathways:

1. Describe the supports the organization/program offers, and plans to offer, to help eligible individuals participating in Indiana Online Only Distance Education meet employment goals so that they are on pathways to sustainable wages.
2. Describe how Indiana Career Explorer is used in the applicant's classroom(s).

Consideration XI

(11) Whether the eligible provider's activities offer flexible schedules and coordination with federal, State, and local supportive services (such as child care, transportation, mental health services, and career planning) that are necessary for individuals with disabilities or other special needs to attend and complete programs:

1. Describe any supportive services the applicant plans to provide eligible individuals who participate in Indiana Online Only Distance Education.
2. Explain how the organization/program plans to use other available federal and State resources to ensure eligible individuals participating in the Indiana Online Only Distance Education program receive any support necessary to ensure program completion.

Consideration XII

(12) Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance:

1. Describe how the organization/program uses the InTERs data system;
 - a. Has data entry staff attended the mandatory InTERs trainings?
2. Explain how the organization/program ensures that instructors, administrators, and data entry staff meet State and federal data entry management requirements, including timely data entry and the monitoring of data quality.

Consideration XIII

(13) Whether local areas have a demonstrated need for additional English language acquisition programs and civics education programs:

1. Describe how the organization/program measures the need for English language acquisition services in the community it serves;
 - a. If the applicant does not provide, and does not intend to provide, English language acquisition services, describe how the organization/program utilizes partnerships to ensure those services are provided to eligible individuals in need.

General Education Provisions Act (GEPA) Consideration

Consideration XIV

Whether the applicant is in compliance with Section 427 of the GEPA, which is intended to ensure equal access to education and to promote educational excellence throughout the Nation, by—

- 1. Ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under the applicable program; and**
- 2. Promoting the ability of such students, teachers, and beneficiaries to meet high standards.**

Section 427 of the GEPA also requires “each applicant for assistance under an applicable program to develop and describe in such applicant’s application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.”

1. Attach a description of the steps the applicant organization proposes to take to ensure equitable access to, and participation in, its federally assisted program¹⁸ (.pdf or .doc format). This attachment does not count towards the RFA narrative length maximum¹⁹.

¹⁸ Application for any type of funds which will be awarded as a result of this RFA qualifies the applicant as a deliverer of a federally assisted program.

¹⁹ Failure to attach a narrative response to Consideration XIV [General Education Provisions Act (GEPA)] will result in the non-consideration of the submitted application. This will result in a denial of a funding award as part of this RFA.
